

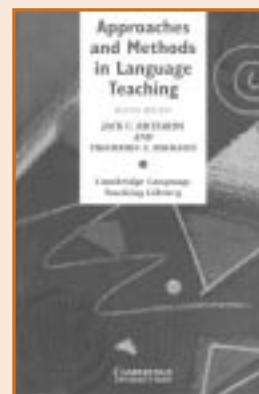
### Approaches and Methods in Language Teaching, 2nd edition

Jack C. Richards and Theodore S. Rodgers

This second edition of an ELT classic has been substantially revised, and it remains an important reference book for both teachers and teacher trainers. Part 1, *Major language trends in twentieth-century language teaching*, is the only section of the book that has not been changed. It is an excellent presentation of developments in language teaching through the centuries and major influences, such as the Audiolingual Method, on today's methods. Part 2, *Alternative methods and approaches*, focuses on approaches that have practitioners, but whose overall influence, according to Richards and Rodgers, has been relatively limited. This section includes Total Physical Response, Multiple Intelligences, and Whole Language, among others. Part 3, *Current communicative approaches*, provides readers with detailed descriptions of language teaching approaches that have had a major impact on the profession, including the Natural Approach, cooperative learning, content-based instruction, and task-based instruction. The most interesting chapter in this section is Chapter 19, "The post-methods era." Here the authors describe how the concept of method has become unpopular because of the assumption that teachers should be recipients of methodological innovation, rather than designers of methods appropriate to their own teaching context. The authors argue that methods are a useful way to help teachers implement major language teaching trends in their own teaching, but that they should feel free to adapt methods to their own contexts.

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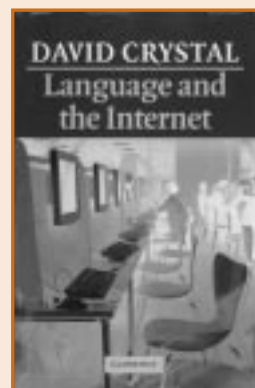
### Language and the Internet

David Crystal

Crystal says his goal in writing this book was twofold: to examine the role of language in the Internet and to discover the effect of the Internet on languages. The linguistic consequences of an electronic medium in which theoretically the whole world can participate are certain, he believes, to be far-reaching. He begins with a discussion of Net-speak and how this language used in the Internet combines elements of writing (space-bound, static, and permanent) and speaking (time-bound, spontaneous, and transient). He argues that communication on the Internet represents a language variety, or a "system of linguistic expression whose use is governed by situational factors" (p. 6). He then applies this definition to describe the language varieties present in e-mail, synchronous and asynchronous chat groups, virtual worlds, and the World Wide Web. As might be expected, most of his data and examples pertain to modern English usage. In the final chapter, he includes an analysis of Internet use in the language classroom: it will transform the teaching and learning of ESL/EFL and the business of ELT (quoting David Eastment, p. 233). In his conclusion, Crystal states boldly that Netspeak is a fourth medium of linguistic communication (the first three are speech, writing, and signing) and that we are on the brink of a revolution in language. This book was written primarily for laypersons and has a reader-friendly style. It will certainly be of interest to language specialists, too.

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